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ABSTRACT

This collection of papers presents strategies for teaching students with mental retardation. An introduction by Robert A. Gable and Steven F. Warren titled "The Enduring Value of Instructional Research" reviews problems besetting special education instructional research and outlines the papers' approach to the field from both an empirical research perspective and a practical, field-oriented viewpoint. Part I then presents four content papers followed by a commentary paper, devoted to strategies for teaching students with mild disabilities. The papers are: "Engagement and Performance Feedback: Enhancing the Classroom Achievement of Students with Mild Mental Disabilities" (Jo M. Hendrickson and Alan R. Frank); "Computer Applications in the Schools for Students with Mild Disabilities: Computer-Assisted Instruction and Computer-Managed Instruction" (Lynn S. Fuchs and Rose M. Allinder); "Social Skills: Review and Implications for Instruction for Students with Mild Mental Retardation" (Lori Korinek and Edward A. Polloway); "Using Cognitive-Behavioral Techniques To Improve Classroom Performance of Students with Mild Mental Retardation" (John Wills Lloyd and others); and "Teaching Students with Mild Mental Retardation" (Thomas E. Scruggs and Margo A. Mastropieri). Section II focuses on strategies for teaching students with more severe levels of mental retardation. It contains the following papers: "Research Basis of Instructional Procedures To Promote Social Interaction and Integration" (Thomas G. Haring); "Massed Trials Revisited: Appropriate Applications in Functional Skill Training" (Linda M. Bambara and Steven F. Warren); "Establishing Spontaneous Verbal Behavior" (Jeff Sigafoos and Joe Reichle); "Applying Contextual Features of General Case Instruction and Interactive Routines To Enhance Communication Skills" (James W. Halle and others); and "Commentary: Policy and Procedure, As Always" (Donald M. Baer). (JDD)

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